

THE SOCIETY OF TEACHERS OF FAMILY MEDICINE

36TH ANNUAL PREDOCTORAL EDUCATION CONFERENCE



MEDICAL EDUCATION 2020:  
DEVELOPING A VISION FOR THE NEXT DECADE

JANUARY 28-31, 2010

HYATT REGENCY JACKSONVILLE RIVERFRONT  
JACKSONVILLE, FL

# ❖❖❖❖ MEDICAL EDUCATION 2020: DEVELOPING A VISION FOR THE NEXT DECADE

As we approach the end of the first decade of the 21st century, both medicine and medical education face numerous challenges. Our current health care system is struggling. There is limited access to health care for many across the country. Medical institutions and family medicine departments nationwide are facing critical funding challenges. There is a need to train more physicians, especially primary care physicians, for a more diverse and aging population. We must take an active role in developing medical education for the next decade.



❖❖❖❖ **Gurjeet Shokar, MD**  
**2010 Conference Chair**



## **Family Medicine Educators Can Shape the Future of Medical Education.**

*At the conference, learn how you can*

- strengthen medical school curricula by incorporating the core values of family medicine like continuity of care.
- introduce students to new models of delivery of care such as the Patient-centered Medical Home, and teach them about processes of care, and effective use of electronic health records.
- define what new skill sets physicians will need to be successful in the next decade.
- train faculty to teach effectively across disciplines and professions.
- determine how to best use technology to educate students.
- evaluate new curricula and new teaching methods to demonstrate their effectiveness.

## **Family Medicine Educators Train the Physicians of the Future.**

*At the conference, learn how family medicine educators are*

- developing innovative, community-based clerkships which offer rich learning experiences.
- using technology in medical education through Web-based cases, online lectures, and podcasts to supplement students' experiential learning.
- integrating teaching methods such as team-based learning activities into their curricula.
- designing interdisciplinary courses with colleagues in other specialties, and creating inter-professional learning opportunities for students across the health professions.
- placing greater emphasis on individualized learning, professionalism, and measurement of learning outcomes.



❖❖❖❖❖❖❖❖❖ **STFM extends a big “thank you” to this year’s Conference Steering Committee for all of their hard work in coordinating and planning this year’s conference:**

Gurjeet Shokar, MD, 2010 Conference Chair, *University of Texas Medical Branch at Galveston*

John Delzell, MD, MSPH, Conference Cochair, *University of Kansas Medical Center*

Robert Hatch, MD, MPH, *University of Florida*

David Steele, PhD, Chair, STFM Education Committee, *Texas Tech University*



# CONFERENCE SCHEDULE

## Thursday, January 28

- 8 am–5 pm      STFM Faculty Development Series Workshop III—Administrative and Management Skills for Academic Leadership  
(Additional Fee; \$195. See page 5 for additional information.)
- Noon–5 pm      FMIG Faculty Advisor Summit  
(No Fee. Travel Scholarships (\$350) available for the first 50 faculty advisors that enroll.  
(See page 5 for additional information.)
- 1–5 pm          STFM Faculty Development Series Workshop IV—Teaching One-on-One: What You Really Need to Know  
(Additional Fee; \$100. Attendance limit: 25. See page 5 for additional information.)
- 12:30–7:30 pm      Conference Registration & Computer Café
- 6–6:30 pm      Meeting Orientation  
New to STFM, the Predoctoral Education Conference, or just need a refresher on the conference? Attend this 30-minute session for a brief overview of the conference and the organization. This session also allows you to build on your network of predoctoral educators by introducing yourself to others at the orientation. After the orientation, we invite you to join your conference colleagues at the Welcoming Reception to be held from 6:30-7:30 pm.  
*Coordinators: John Delzell Jr, MD, Conference Cochair and Gurjeet Shokar, MD, Conference Chair*
- 6:30–7:30 pm      Welcoming and Networking Reception

## Friday, January 29

- 7 am–5:30 pm      Conference Registration & Computer Café
- 7–8:15 am        Group on Predoctoral Education Business Meeting With Breakfast
- 7–8 am            Continental Breakfast and Networking With Poster Presenters
- 8:15–9:45 am      Welcome with Announcements and Greetings  
Gurjeet Shokar, MD, 2010 Conference Chair  
Terence Steyer, MD, STFM President
- General Session I: “Medical Education’s Roaring 20s: Achieve Your 2020 Goals Through a 20/20 Vision”**  
John Prescott, MD, Association of American Medical Colleges, Washington, DC  
*Moderator: David Steele, PhD, Chair, STFM Education Committee*
- 9:45–10:15 am      Refreshment Break and Poster Session
- 10:30 am–Noon      Concurrent Educational Sessions
- 12:10–1:20 pm      Networking Luncheon with Awards Presentations
- 1:30–5:30 pm      Concurrent Educational Sessions
- 3–3:20 pm        Refreshment Break and Poster Session
- 5:45–6:45 pm      STFM Group on Faculty Development (open meeting)
- 7 pm              Dine-around Friday Night—Make New Friends Over Dinner! *(each participant pays own)*
- 9 pm–Midnight      Dance Party





# CONFERENCE SCHEDULE

## Saturday, January 30

9 am–5 pm	Student-Run Free Clinic Conference 2010: Creating High Quality Clinics in Our Communities <i>(Additional Fee: \$75. See page 6 for additional information.)</i>
6–6:45 am	“Fun Run/Walk” <i>(families &amp; friends are welcome to participate!)</i>
7 am–1:15 pm	Conference Registration & Computer Café
7–8 am	Special Topic, Common Interest, and Group Breakfasts <i>(see pages 20-21 )</i>
8–8:15 am	Transition Break
8:15–9:15 am	<b>General Session II:</b> “Creating the Next Generation of Family Physicians: The Need for Innovation and Research in Educational Redesign” Patricia Carney, PhD, Oregon Health and Science University <i>Moderator: Gurjeet Shokar, MD, Conference Chair</i>
9:15–9:30 am	Refreshment Break—Last Chance to Visit Posters!!!
9:30 am–1:15 pm	Concurrent Educational Sessions
11–11:15 am	Transition Break
1:15 pm	Open Afternoon to Explore Jacksonville!
1:45–2:45 pm	STFM Group on Predoctoral Education Working Group Meeting STFM Group on Predoctoral Academic Coordinators Meeting STFM Group on Education Professionals in Family Medicine Meeting

## Sunday, January 31

7:30–11:30 am	Conference Registration & Computer Café
7:30–8 am	Coffee Service
8–8:15 am	Transition Break
8:15–9:45 am	Concurrent Educational Sessions
9:45–10 am	Refreshment Break
10–11 am	<b>Closing General Session:</b> “Over the Rainbow—The Promise of Technology in Medical Education” Alexander Chessman, MD, Medical University of South Carolina, Charleston, SC <i>Moderator: John Delzell, MD, 2011 Conference Chair</i>
11 am	Conference Adjourns



**SPECIAL THANKS** to our conference partner **Wolters Kluwer Health**, publishers of “5 Minute Clinical Consult—Medical Professionals’ Leading Choice for Trusted Clinical Content.” <http://www.5mcc.com>



# PRECONFERENCE AND OPTIONAL WORKSHOPS

**Thursday, January 28**  
**8 am–5 pm**

## **STFM Faculty Development Series Workshop III:** **Administrative and Management Skills for Academic Leadership**

*James Tysinger, PhD, workshop coordinator, University of Texas San Antonio Health Science Center*

This workshop provides participants with instruction in key management skills including role definition, time management, meeting management, prioritization, team building, and negotiation. Through this interactive session, participants will learn how to defend the prioritization of personal and professional activities to achieve balance, discuss and implement effective team-building strategies, practice essential negotiating skills, apply key principles of time management, practice group decision making, and learn how to more effectively manage meetings.

### **Workshop Objectives:**

- Know how to defend the prioritization of personal and professional activities to achieve balance
- Understand the essential elements of role definition
- Discuss and implement effective team-building strategies
- Practice essential negotiating skills
- Apply key principles of time management
- Practice group decision making in both small and large groups
- Understand how to effectively manage meetings

*(Additional Fee: \$195; Please mark the appropriate space on the registration form to preregister.)*

**Noon-5 pm**

## **FMIG Faculty Advisor Summit: The Building Blocks of Advocacy—Awareness, Activity and Advocates for Family Medicine**

*Cohosted by the AAFP FMIG Network and STFM*

*Co-conveners: Amy McGaha, MD, AAFP Division of Medical Education, and Ashley DeVilbiss, MPA, AAFP FMIG Network, AAFP Division of Medical Education*

STFM and AAFP invite FMIG faculty advisors to participate in this workshop specially designed to help faculty advisors learn how to increase student involvement through advocacy efforts and embrace a culture of reform.

### **Goals & Objectives:**

- Investigate the role of family medicine in teaching health policy awareness to medical students.
- Understand the unique opportunities for FMIGs to engage students in advocacy activities.
- Share knowledge of evidence-based interventions to increase student interest in Family Medicine and share knowledge about the data and trends of the FMIG network.

- Access tools and resources that support FMIGs and student interest in a career in family medicine.
- Share best practices of FMIGs, FM Departments and state chapters in student related advocacy activities.
- Access FMIG Network and dialogue with other faculty advisors and collaborators.
- Investigate collaborative partnerships that increase student interest and participation in FMIGs.

Questions? Contact Ashley DeVilbiss, AAFP, email: [adevilbi@aafp.org](mailto:adevilbi@aafp.org) or phone: 913-906-6000 ext 6722.

*(No Fee; Travel Scholarships (\$350) available for the first 50 Faculty Advisors that enroll; Enrollment for this workshop is limited to the room size—Faculty Advisors, Support Staff, Coordinators and others welcome. Please mark the appropriate space on the registration form to preregister.)*

**1–5 pm**

## **STFM Faculty Development Series Workshop IV:** **Teaching One-on-One: What You Really Need to Know**

*William Shore, MD, workshop coordinator, University of California, San Francisco; John Delzell, MD, MSPH, Heidi Chumley, MD, University of Kansas Medical Center; Wayne Altman, MD, FAAFP, Tufts University*

As clinician educators, we regularly confront challenges of how to maximize our teaching efforts in the context of busy outpatient clinical settings. In this workshop, you will explore the characteristics of learners and teachers and learn the microskills model of clinical teaching and how to give meaningful feedback. The goal of this workshop is to enhance participants' ability to effectively teach a variety of learners in a clinical setting. We will also include innovative methodologies for direct observation of learners in these clinical settings.

### **Workshop Objectives:**

- Describe the traits of effective teachers and their approach to today's learners.
- Discuss the 5-Step Microskills Model of Clinical Teaching.
- Demonstrate the process of getting a commitment and providing for support.
- Distinguish giving feedback from the process of evaluation.
- Describe three levels of feedback and explain their effect on learners.
- Demonstrate the ability to give both positive and negative feedback as required in the Microskills.
- Discuss strategies for direct observation of learners in outpatient clinical settings.

*(Additional Fee: \$100; Please mark the appropriate space on the registration form to preregister.)*

# OPTIONAL WORKSHOPS

Saturday, January 30

## Student-Run Free Clinic Conference 2010: Creating High Quality Clinics in Our Communities

We encourage all disciplines of health professions to attend including MD, DO, PT, Pharmacy, Nursing, and whoever else is interested.

### Mission:

The Society of Student-Run Free Clinics will develop an international professional platform for student-run clinics through both an annual conference, Web site, and newsletter in order to increase communication, to foster the sharing of ideas, to collaborate on research, to provide funding resources, and to expand the existing scope of clinics as well as cultivate the growth of new ones.

### Vision:

SSRFC aims to become a national, collective voice representing student-run, free clinics. Our vision is to promote and support the existence of student-run clinics at every health science center. Through our unified strength, we aim to advocate for both resources and health policy that benefits our patients, and to develop a national network to help sustain student-run, free clinics. We truly strive to be an interdisciplinary organization and welcome members from all aspects of health care including medical, osteopathic, dental, physical therapy, pharmacy, or any group that has a student run clinic.

### What is a student-run clinic?

A service-learning, student-driven outreach project in any discipline that strives to enhance the health and well-being of a community.

### Developing High Quality Clinics:

This year we are working to not only instill passion in students but promoting skill building and forming strong foundations in terms of operations and delivery of care. We want to help clinics to build the skills they need to start off strong and continue to provide high quality care in existing clinics. The workshops are designed to formalize operations, streamline care, and develop clinic staff.

### Workshops will include topics such as:

- Grant Writing
- Developing Operational Foundations
- Starting New Clinics
- Expanding Clinics
- \* Patient Advocacy
- \* Interdisciplinary Care

### How to Register:

Registration Fee: \$75. This fee includes the SSRFC workshop, educational materials, breakfast, and lunch, plus access to the STFM conference on Sunday, January 31.

Please make sure you register only for the SSRFC workshop to get this price. If you have any questions, contact us at [ssrfclinics@gmail.com](mailto:ssrfclinics@gmail.com).

*(Additional Fee: \$75; Please mark the appropriate space on the registration form to preregister.)*



*This workshop is cosponsored by STFM and endorsed by the STFM Group on Student Run Free Clinics.*

## CONFERENCE PLANNING TRACKS

Throughout the development of this program, the needs of students, preceptors, and beginning and advanced faculty were considered. While you are the best judge of what meets your needs, please note sessions in the conference abstracts (denoted by the following codes that follow the session title) that may be especially valuable for you.

[S] = Student

[P] = Preceptor

Participants may choose to attend one session in each time block. No preregistration is required for sessions. Sessions are filled on a first-come, first-served basis.

**Friday, January 29**  
8:15–9:45 am

**“Medical Education’s Roaring 20s: Achieve Your 2020 Goals Through a 20/20 Vision”**

*John Prescott, MD, Association of American Medical Colleges, Washington, DC*

One hundred years after Abraham Flexner delivered his monumental report, academic medicine is once again being turned on its head. The model that has served to prepare generations of physicians is in serious need of repair, if not a complete overhaul. Throughout the 20th and 21st centuries, medical schools have added hundreds of thousands of faculty and expanded in their size and scope, yet only a fragile structure exists to support the key mission of educating the next generation of physicians. Medical education can thrive in the future but it can no longer live in the past. It must face an uncomfortable reality and finally address the pressing issues of today or be prepared to have others impose less desirable solutions. Creating and implementing a vision for the future of medical education is possible through hard work, discipline, and some out of the box thinking.

**Learning Objectives:**

- Be able to Identify today’s issues, internal and external to medicine, that are most likely to impact medical education in the future.
- Discuss how to best prepare for inevitable transformations in medical education.
- Outline specific actions that can be taken to increase the likelihood that today’s vision becomes tomorrow’s reality.

**John Prescott, MD**, and his staff lead the association’s efforts to improve the education and training of new physicians, enabling them to meet the changing health care needs of the public. He is responsible for directing AAMC programs related to all stages of the medical education continuum, including preparation for medical school, and undergraduate, graduate, and continuing medical education. Dr Prescott also leads efforts supporting the Council of Deans, the Organization of Student Representatives, the Group on Regional Medical Campuses, the Group on Educational Affairs, and the Group on Student Affairs. In addition, he oversees the Careers in Medicine program and MedEdPORTAL®, and he leads the AAMC’s collection of medical school financial and operating data.



Prior to joining the AAMC, Dr Prescott served as dean of the West Virginia University (WVU) School of Medicine. As the first chair of the WVU Department of Emergency Medicine from 1993-99, he founded the WVU Center for Rural Emergency Medicine.

**Saturday, January 30**  
8:15–9:15 am

**“Creating the Next Generation of Family Physicians: The Need for Innovation and Research in Educational Redesign”**

*Patricia Carney, PhD, Oregon Health and Science University*

Rapid reforms in health care are well underway and will very likely continue over the next decade. The impact these reforms will have on all primary care disciplines’ educational missions and scope must be addressed. Credentialing bodies must become more flexible in allowing for educational innovation and evaluation that will build a vital body of evidence to guide educators in developing physicians for the future.

This presentation will highlight trends in health care reform that are likely to affect our educational programs, will inspire educators to consider innovations in educational design and educational research, and will address how partnerships must be formed to allow for flexibility in program credentialing that will rapidly advance educational quality and improved health outcomes. Early lessons learned in the Preparing the Personal Physician for Practice Project (P4) family medicine’s residency redesign case series study will be discussed as they relate to predoctoral education redesign. In addition, the need for the three primary care disciplines (family medicine, pediatrics, and internal medicine) to collaborate in these efforts will be discussed.

**Learning Objectives:**

- How changing trends in health care reform are likely to affect our educational programs.
- What kinds of educational redesign and educational research should be undertaken to build best evidence for quality in education.
- How family medicine is leading the field of educational redesign nationally.
- What is needed to influence credentialing bodies to allow innovations in educational redesign.



**Patricia Carney, PhD**, is professor of Family Medicine and of Public Health and Preventive Medicine, associate director for Population Studies at the Oregon Health and Science University. She has contributed to the development of several clinical research grants in breast, cervical, and colorectal cancer screening, detection, and diagnosis. She has also developed educational research grants in Family Medicine, Internal Medicine, Surgery, and Obstetrics & Gynecology. She is currently principal investigator of the Preparing the Personal Physician for Practice (P4) Initiative, which is a large multi-site study of Family Medicine residency redesign. She has led or contributed to over 130 publications in both these areas of research.



**Sunday, January 31**  
**10–11 am**

**“Over the Rainbow—The Promise of Technology in Medical Education”**

*Alexander Chessman, MD, Medical University of South Carolina*

Twitter, Facebook, and blogs offer new ways to create communities of teachers and students. Simulation manikins can breathe and talk to us, as the blood pressure drops. As the Land of Oz gave to Dorothy, this new world promises adventure. We are scared by technology—quite rightly—but we may be scared about the wrong things. How important to worry about a student’s friend request on Facebook? In the MGM movie, Dorothy’s fears of lions and tigers and bears dissolved after meeting the Cowardly Lion, a true friend.

We are confused about the technology. What is Twitter good for? Can I use a simulation dummy for more than intubation basics? E-mail in its first iteration seemed pointless, but we grew to rely upon this technology without special expertise or effort. Technology can connect us better to each other. The printing press and moveable type opened up previously rare texts to more people, and fostered dialogue. Internet-based tools allow us to learn, connect, and speak out. Images of Neda Soltani dying on a street in Tehran pull us together as humans. Her companions found courage, brain, and heart. Dorothy found these strengths and more. She returned home—transformed. Please join me on this journey, toward a promising future.



**Alexander Chessman, MD**, was a fellow at the University of North Carolina in 1988, and wondered why Alfred Reid wanted to send a text message over a phone line. Since then, he discovered that he prefers e-mail to memos and phone calls. He attributes any past success in using technology in medical education to the belief that the software program is supposed to work correctly. He has no such belief about anything mechanical, such as the master bath’s toilet.

**Learning Objectives:**

- Clarify realistic fears about the use of technology in medical education.
- Describe effective uses for technology in medical education.
- Create a vibrant and robust community of scholars, including students and/or teachers, through technology.

He has served as predoctoral director and clerkship codirector since 1990, and he has codirected preclerkship courses. Within these courses, he has used technology as much as he could, sometimes appropriately. He has learned when to give up on technology.

His children teach him how their generation uses technology. His daughter, now a sophomore in college, texts, e-mails, Skypes, tweets, and updates her status on Facebook. In some ways, she is more present in his life 6 hours’ driving distance away than when she lived upstairs. His son, entering high school, plays the glitches in online first-person shooters, and clarifies his support of America to a group of Argentinian players. His children teach him the usefulness, connectedness, fun, and awe of technology. His students and colleagues surpass him in their expertise. And his wife wants him to turn off that laptop computer now.

## SESSION FORMATS

The Predoctoral Education Conference offers a variety of session formats to satisfy differing needs. Here is a brief overview of the sessions available for your participation:

### Workshops

These 2-hour task-oriented, small-group educational sessions offer participants an increased understanding of and/or skills in teaching or clinical applications.

### Seminars

90-minutes of didactic presentation and audience discussion are involved in the exploration of ideas or information in these sessions.

### Symposia

These 90-minute sessions provide diverse perspectives and approaches to educational subjects or issues requiring collaborative work and presentation from multiple institutions or departments. These sessions provide a forum for extended discussion. A moderator organizes a brief presentation (self or panel) to stimulate a focused discussion by the participants.

### Lecture-Discussions

These 45-minute lectures provide a forum for concise, didactic presentation, followed by discussion. The focus may be clinical, research, administrative, educational, or personal or career development.

*(Note: Two lectures are paired and offered consecutively in a 90-minute session.)*

### PEER Sessions

As Professional Education Experience Review sessions, these 15-minute presentations provide a forum for sharing research projects, curricular ideas, teaching experiences, or other educational concepts in a brief format.



# CONCURRENT EDUCATIONAL SESSIONS

Participants may choose to attend one session in each time block. There is no preregistration for sessions. Sessions are filled on a first-come, first-served basis.

**FRIDAY, JANUARY 29**  
**10:30 am–Noon**

## SEMINARS

### **S1: No Time to Teach: Assisting Preceptors With Clinical Efficiency and Productivity [P]**

Frances Biagioli, MD, Kathryn Chappelle, MA, William Toffler, MD, Michael Goodwin, Oregon Health & Science University

### **S2: Games People Play—A Teaching Tool for Family Medicine Rotation Didactics**

Rick Ricer, MD, University of Cincinnati

## SYMPOSIUM

### **SY1: Integrating Interactive Web-based Clinical Cases Into Family Medicine Clerkships: Sharing Experiences From Four Different Departments.**

Robert Bulik, PhD, University of Texas Medical Branch at Galveston; Susan Cochella, MD, MPH, University of Utah; Dan Sepdham, MD, University of Texas, Southwestern; Bal Reddy, MD, University of Texas, Houston; Juliet McKee, MD, Darren Burns, BS, Gurjeet Shokar, MD, University of Texas Medical Branch at Galveston

## LECTURE - DISCUSSIONS

### **L1A: Integrating Multidisciplinary Training With Service Learning in a Patient-centered Medical Home for the Marginalized**

Lynn-Beth Satterly, MD, SUNY Upstate Medical University

### **L1B: The Health Mentor Program: Our Model for Longitudinal Interprofessional Education**

Lauren Collins, MD; Christine Jerpbak, MD; Christine Arenson, MD, Thomas Jefferson University

### **L2A: Learning Patient-centered Care Through Reading and Writing [S]**

Wanda Cruz-Knight, MD, Jason Chao, MD, MS, Lynda Montgomery, MD, MEd, Case Western Reserve University

### **L2B: Students Improving The Delivery of Care Through Rapid Cycle Quality Improvement [S]**

Vivek Kantayya, MD, Kari Nimmo, Victoria Shlensky, University of Illinois at Rockford

### **L3A: Incorporating a Simulation Lab as Part of the Third-year Family Medicine Clerkship [S]**

Beth Choby, MD, University of Tennessee, Chattanooga

### **L3B: Flip Recorders: An Alternative to Direct Observation of Clerkship Students Interviewing Skills**

Beat Steiner, MD, MPH, Lisa Slatt, MEd, University of North Carolina

### **L4A: Informed (Shared) Decision-making in a Family Medicine Clerkship: Five Years of Teaching and Outcomes**

Vincent WinklerPrins, MD, Michigan State University; Peter Ziemkowski, MD, Kalamazoo Family Medicine, Kalamazoo, Mich; Prabhat Pokhrel, MD, Genesys Regional Medical Center, Grand Blanc, Mich; Stephen DeLapp, MD, Kathleen Abbott, MD, Michigan State University; Suzanne Clarke, MD, Marquette FMR, Marquette, Mich; Sreeram Gonnalagadda, MD, Generations Family Care, Saginaw, Mich

### **L4B: Teaching Shared Decision Making in the Clinical Core Year**

Cathleen Morrow, MD, Virginia Reed, PhD, Jennifer Schiffman, MS, Scottie Eliassen, MS, Dartmouth Medical School

## PEER PAPERS

### **PEER SESSION A: Curriculum**

#### **PA1: Integrating Spirituality Into a Rigorous Medical Science Curriculum**

Patricia Sexton, DHEd, Margaret Wilson, DO, Kirksville College of Osteopathic Medicine

#### **PA2: The Women's Health Free Clinic: A Model For Expanding Reproductive Health Services and Training [S]**

Honor MacNaughton, MD, Beth Israel Residency Program in Urban FP, New York, NY; Eugenia Lee, Sara Naylor, New York University

#### **PA3: Outcomes of an Ambulatory Clerkship Curriculum On the Identification of Intraoral Lesions**

David Gaspar, MD, Mark Deutchman, MD, Michele Doucette, PhD, University of Colorado Health Science Center, Aurora, Colo

#### **PA4: Basic Life Support in Obstetrics (BLSO) and Introducing OB Care to Medical Students [S]**

Portia Jones, MD, MPH, Central Washington Family Medicine Yakima, Wash; Teresa Gipson, MD, MPH, Oregon Health & Science University

#### **PA5: Evaluation of New Curricula: Identifying and Treating Male Patients for Intimate Partner Violence Perpetration**

Vijay Singh, MD, MPH, University of Michigan

# CONCURRENT EDUCATIONAL SESSIONS

**FRIDAY, JANUARY 29**  
**10:30 am–Noon**

## SPECIAL SESSIONS

### **SS1: Educational Grant Writing 101**

*Alison Dobbie, MD, University of Texas, Southwestern*

### **SS2: The Final Document: The Family Medicine Clerkship Curriculum (C4) Guidelines**

*Scott Fields, MD, Oregon Health & Science University; Heidi Chumley, MD, University of Kansas Medical Center, Kansas City, Kan*

**FRIDAY, JANUARY 29**  
**1:30–3 pm**

## SYMPOSIUM

### **SY2: Dissemination of a Novel Fourth-year Medical Student Communications Elective: Perspectives From Five Medical Schools**

*Peter Lewis, MD, Pennsylvania State University; Larry Mauksch, MEd, University of Washington; David Henderson, MD, University of Connecticut; Gail Marion, PA-C, PhD, Wake Forest University; Kathy Zoppi, PhD, MPH, Community Health Network-Indianapolis FPR, Indianapolis, Ind*

## LECTURE - DISCUSSIONS

### **L5A: How Medical Education Becomes Scholarship: Case Studies and War Stories**

*Betsy Jones, EdD, Texas Tech University; Arch Mainous, PhD, Medical University of South Carolina; Vijay Singh, MD, MPH, University of Michigan; Navkiran Shokar, MD, MPH, University of Texas Medical Branch at Galveston; Andrew Bazemore, MD, MPH, Washington, DC*

### **L5B: Tapping Into Student Altruism: Developing a Scholarly Concentration in Health Disparities [S]**

*Laurie Woodard, MD, University of South Florida; Cynthia Selleck, DSN, ARNP, Area Health Education Center Program, Tampa, Fla; Ariel Lufkin, Stephanie Peters, MA, University of South Florida*

### **L6A: Transforming Students' Clerkship Experience: How to Create and Evaluate Dynamic Learning Communities**

*Jennifer Joyce, MD, Janice Kuperstein, PhD, Carol Hustedde, PhD, Shari Levy, University of Kentucky*

### **L6B: Out of The Box: Student Experiences of Contextualized Health**

*Jennifer Joyce, MD, Ryan Brown, Maria Hy, Lauren Murphy, John Romond, Sarah Williams, Kevin Murphy, Janice Kuperstein, PhD, Carol Hustedde, PhD, University of Kentucky*

### **L7A: Fighting the Good Fight: Combating Grade Inflation in Medical Education [P]**

*Tracy Bumsted, MD, MPH, Ryan Palmer, MFA, Oregon Health & Science University*

### **L7B: Developing Professionalism: Providing Feedback and Tracking the Professional Development of Medical Students [P]**

*Robin DeMuth, MD, Steven Roskos, MD, Michigan State University*

## PEER PAPERS

### **PEER SESSION B: Professionalism**

#### **PB1: A Longitudinal Third-year Reflective Experience to Promote Development of Professional Values [S]**

*Charles Christianson, MD, ScM, University of North Dakota*

#### **PB2: Early Identification of Students With Performance and Professionalism Problems [P]**

*Susan Cochella, MD, MPH, University of Utah*

#### **PB3: Assisting the Role of Professionalism and Moral Reasoning Across the Curriculum**

*John George, PhD, Patricia Sexton, DHEd, Stephen Laird, DO, Kirksville College of Osteopathic Medicine*

#### **PB4: An Integrative Experience: Combining Allopathic and Osteopathic Medical Education**

*Jennifer Yates, MD, New Hanover Regional Medical Center Program, Wilmington, NC*

#### **PB5: Longitudinal Combined Family Medicine and Psychiatry Clerkship [S]**

*Amanda Bell, MD, Wright State University*

### **PEER SESSION C: Multidisciplinary Teaching**

#### **PC1: Folding Medical Students Into the Mix: The Inter-professional Team Seminar**

*Fred Rottnek, MD, MAHCM, David Pole, MPH, St. Louis University*

#### **PC2: A Community-based Participatory Research Course for Health Professions Students: An Effective Model for Inter-Professional Education**

*Bruce Bennard, PhD, Joseph Florence, MD, East Tennessee State University*

#### **PC3: Expanding a Rural Multidisciplinary Core Clerkship: Evaluation, Community Input, and Technology**

*Ashley Evans, MD, Lea Yerby, PhD, Pam Payne-Foster, MD, MPH, Julia Boothe, MD, Daniel Avery, MD, Tuscaloosa FMR, Tuscaloosa, Ala*

**PC4: Training for Tomorrow: The Simulated Interprofessional Rounding Experience**

Donna Kern, MD, Sarah Shrader, PharmD, Eric Matheson, MD, Kelly Ragucci, PharmD, Amy Blue, PhD, Todd Detar, DO, Medical University of South Carolina

**PC5: Teachers' Grove—a Unique, Innovative Idea for Rewarding Outstanding Teachers**

Rick Ricer, MD, Andrew Filak, MD, University of Cincinnati

**PEER SESSION D: Technology**

**PD1: RIME/EMR Teaching Principles of EMR Documentation to Medical Students [S]**

Mark Stephens, MD, Uniformed Services University

**PD2: Spreading the Word: Creating a Web-based Medical School Community and Family Medicine Web site**

Jo Marie Reilly, MD, Theresa Woehrle, MD, MPH, Anne Walsh, PA-C, MMSc, University of Southern California

**PD3: An Online Approach to Teach Sociocultural Aspects of Hyperlipidemia to Third-year Medical Students**

Pablo Joo, MD, Albert Einstein College of Medicine; Deborah Jones, MD, Richard Younge, MD, MPH, Columbia University; Edgar Figueroa, MD, MPH, Weill Medical College; Michelle Hall, Columbia University, Sharon Krackov, EdD, Associated Medical Schools, New York, NY

**PD4: The Virtual Residency Fair: Using New Media to Advise Medical Students**

Amanda Keerbs, MD, MSHS, Nancy Stevens, MD, MPH, Paul Ford, MA, University of Washington

**PD5: Using Web-based Clinical Cases With First and Second-year Medical Students**

Juliet McKee, MD, Radheshyam Miryala, MD, Gurjeet Shokar, MD, University of Texas Medical Branch at Galveston

**PEER SESSION E: Evaluation/Grading**

**PE1: Can Community Preceptors Grade Students? [P]**

Beat Steiner, MD, MPH, Lisa Slatt, MEd, Alfred Reid, MA, University of North Carolina

**PE2: Case Description Papers - Utilizing a New Scoring Rubric**

Peggy Cyr, MD, Maine Medical Center FPR Portland, Me; David Little, MD, Martha Seagrave, PA-C, University of Vermont

**PE3: Comparing Test Outcomes of Third-year Rural Rotation With Metro Area Colleagues**

Therese Zink, MD, MPH, David Power, MD, MPH, Kathleen Brooks, MD, Deborah Finstad, University of Minnesota

**PE4: An Innovative Training Program to Prepare Community Faculty to Score Osces From Home or Office [P]**

Dennis Baker, PhD, Debra Danforth, MS, ARNP, FAANP, Suzanne Harrison, MD, Luckey Dunn, MD, Florida State University

**PE5: Improving Feedback From Preceptors With Online Survey Tools [P]**

Nancy Weigle, MD, Duke University

**FRIDAY, JANUARY 29**

**1:30–5 pm** (includes 30-minute break at 3pm)

**SPECIAL SESSION**

**SS3: Developing Educational Scholarship and Building an Educator's Portfolio**

Alison Dobbie, MD, University of Texas, Southwestern; James Tysinger, PhD, University of Texas HSC at San Antonio

[Note: Preregistration is required. Additional fee: \$35. Attendance is limited to 50. Please mark the appropriate space on the registration form to preregister.]

**FRIDAY, JANUARY 29**

**3:30–5 pm**

**SEMINAR**

**S3: Behavioral and Social Sciences as Key Elements in the Next Decade of Medical Education**

William Toffler, MD, Kathryn Chappelle, MA, Oregon Health & Science University; Lynne Cleeland, MS, University of Wisconsin; Mary Johanna Fink, MD, Columbia University; Robert Gwyther, MD, MBA, University of North Carolina; Patrick McBride, MD, MPH, University of Wisconsin; John Rogers, MD, MPH, MEd, Baylor College of Medicine



# CONCURRENT EDUCATIONAL SESSIONS

**FRIDAY, JANUARY 29**  
**3:30–5 pm**

## LECTURE - DISCUSSIONS

### **L8A: Building a Recruiting Pipeline That Works Through an Academic-Community Partnership**

*Peter Beatty, PhD, SUNY Upstate Medical University;*  
*Richard Merchant, MA, Northern Area Health Education Center, Inc. Canton, NY*

### **L8B: Practice Doesn't Always Make Perfect: Improving Students' Patient Skills Through Feedback on Standardized Patient Encounters**

*Michelle Colen, MD, Kirksville College of Osteopathic Medicine*

## PEER PAPERS

### **PEER SESSION F: Communication**

#### **PF1: High Technology Communications Instruction in Medical Training Benchmarking and Transferring Best Practice From Other Industries**

*Robert Sheeler, MD, Angela O'Neil, MD, Mayo Medical School*

#### **PF2: Effects of a Summer Preceptorship Program On Student Interviewing Skills [P]**

*Kelly Everard, PhD, Fred Rottnek, MD, MAHCM, St. Louis University*

#### **PF3: Online Student Self-reflection and Faculty Feedback of Standardized Patient Interviews Targeting Communication Skills**

*Yumi Jarris, MD, Pamela Saunders, PhD, Peggy Weissinger, EdD, Margaret Gatti, MPH, Azad John-Salimi, Georgetown University*

#### **PF4: Development of an Instrument to Measure Medical Student Attitudes Toward People With Disability**

*Andrew Symons, MD, MS, Denise McGuigan, MEd, State University of New York at Buffalo*

#### **PF5: Health Literacy Curriculum—Keep It Clear**

*Donna Roberts, MD, Jeri Reid, MD, University of Louisville*

### **PEER SESSION G: Faculty Development**

#### **PG1: Outcomes of Addressing the Health Needs of the Underserved Faculty Development Program**

*Ellen Beck, MD, University of California, San Diego*

#### **PG2: Faculty Development Needs of Experienced Primary Care Preceptors [P]**

*Lori Weir, MD, MPH, New York Medical College*

#### **PG3: An Online “Faculty Lounge” for a Geographically Dispersed Primary Care Clerkship: Assessing Preceptor Needs [P]**

*Deborah Jones, MD, MPH, Michelle Hall, Richard Younge, MD, MPH, Columbia University; Pablo Joo, MD, Albert Einstein College of Medicine*

#### **PG4: Charting a Course to Teaching Treasures: The Medical Educators' Resource Guide [P]**

*Scott Tripler, MD, Donna Berryman, MLIS, University of Rochester*

#### **PG5: The Preceptor Portfolio: Providing Feedback [P]**

*Nancy Weigle, MD, Duke University*

## WORKSHOPS

#### **W1: Taking the Pain Out of Pain Education: Take Home Tools for Your Institution**

*Jeffrey Baxter, MD, University of Massachusetts*

#### **W2: Team-based Learning: An Interactive Alternative to Conventional Lectures**

*Ruth Levine, MD, University of Texas Medical Branch at Galveston; Marcy Verduin, MD, University of Central Florida*

#### **W3: Relationships in the Medical Home: A Focus on Reciprocity and Self-awareness**

*Sharon Dobie, MD, Valerie Ross, MS, University of Washington*

#### **W4: More Than Just the “Challenging Learner”: Using Complexity Science to Examine the Learning Environment [P]**

*Tracy Kedian, MD, Mark Quirk, EdD, Lisa Gussak, MD, University of Massachusetts*



“Such a different conference than any others I’ve attended. I am familiar with clinically focused conferences but the academic focus of this was a lot of fun. I loved the audience interaction during each session.” —2009 Attendee



## SPECIAL SESSION

### SS4: Predoctoral Directors Development Institute (PDDI)—CV Review and Career Discussion Workshop

Katherine Margo, MD, University of Pennsylvania; Alexander Chessman, MD, Medical University of South Carolina; Elizabeth Garrett, MD, MSPH, University of Missouri-Columbia; David Little, MD, University of Vermont; Paul Paulman, MD, University of Nebraska; Kent Sheets, PhD, University of Michigan; Laura Snell, MPH, University of Texas, Southwestern; Jeffrey Stearns, MD, University of Wisconsin; David Steele, PhD, Texas Tech University

[NOTE: The STFM PDDI Fellows have learned skills and made connections that help with their work teaching medical students in family medicine departments. As a follow up, STFM will provide an opportunity for one-on-one review of curriculum vitae to ensure that it adequately reflects the accomplishments of the PDDI Fellows. Once we confirm that we are able to give you a slot, please send your most current CV to Katie Margo at [kmargo@mindspring.com](mailto:kmargo@mindspring.com). (at least 2 weeks before the meeting).

Attendance Limit: 40; PDDI fellows will have priority registration. STFM will maintain a “wait list” for other conference attendees who want to attend, and will notify attendees in advance of the conference, in order of request. To register, please check the box on the registration form on page 23.

### SATURDAY, JANUARY 30 9:30–11 am

## SEMINAR

### S4: “Wikis and Blogs and Tweets! Oh My!”—Web 2.0 in Medical Education [P,S]

John Waits, MD, University of Alabama-Tuscaloosa; Richard Neill, MD, University of Pennsylvania; Katherine Neely, MD, Forbes Regional FMR, Pittsburgh, Pa

### S5: Teaching Without Falling Behind—Show Community Preceptors How Students Can Improve Their Efficiency [P]

Wayne Altman, MD, Ginny Brady, Tufts University

## SYMPOSIUM

### SY3: Educational Methods That Support Relationship-centeredness and Reflection: A Discussion of Process and Outcome Data

Charles Christianson, MD, ScM, Rosanne McBride, PhD, University of North Dakota; Lon Van Winkle, PhD, Downers Grove, Ill

## LECTURE - DISCUSSIONS

### L9A: Teaching Preclinical Students One, Consistent Evidence-based Approach to the Physical Exam [P]

Rick Ricer, MD, Andrew Filak, MD, University of Cincinnati

### L9B: Teaching Motivational Interviewing to Preclinical Students: A Central Focus for Chronic Disease Management [S]

Joel Heidelbaugh, MD, William Chavey II, MD, MS, University of Michigan

### L10A: Recruiting and Retaining Community Preceptors: Is There Hope Without Pay? [P]

Richard Stringham, MD, FAAFP, Karen Connell, MS, Nipa Shah, MD, University of Illinois at Chicago

### L10B: A Web-based Tool to Enhance Evaluation Skills of Community-based Medical School Faculty [P]

Stephen Laird, DO, John George, PhD, Kirksville College of Osteopathic Medicine

### L11A: Developing a 4-year Longitudinal Communications Curriculum for Medical Students—Lessons From . . .

Peter Lewis, MD, David Richard, MD, Pennsylvania State University

### L11B: Using Grief, Homelessness, Illness, End-of-life, and an Interdisciplinary Approach to Teach Spiritual Sensitivity

David Holmes, MD, Karen Devlin, Kimberly Oddo, State University of New York at Buffalo



# CONCURRENT EDUCATIONAL SESSIONS

**SATURDAY, JANUARY 30**  
**9:30–11 am**

## PEER PAPERS

### PEER SESSION H: Community

#### PH1: Community Integration Program for Third-year Rural Track Clerkship Students

Kevin Kane, MD, MSPH, University of Missouri-Columbia; Kathleen Quinn, MEd, PhD, Jana Porter, MS, MU-AHEC, Columbia, Mo

#### PH2: Learning How to Care for Communities: The Value of Community Health Assessment Projects

Gwen Halaas, MD, MBA, Therese Zink, MD, MPH, Kathleen Brooks, MD, MBA, MPA, University of Minnesota

#### PH3: Domestic Violence Education: An Immersion Experience In Community Medicine

Suzanne Harrison, MD, Michael Muszynski, MD, Florida State University

#### PH4: Integrating a “Home Care” Service-learning Activity Into the Third-year Family Medicine Clerkship

Elizabeth Natal, MD, Ellen Miller, MD, New York Medical College

#### PH5: Effect of Free Clinic Involvement On Medical Student Attitudes Towards Treatment of the Underserved [S]

Ellen Beck, MD, University of California, San Diego; Ryan Yoon, MD, Scripps FPR, La Jolla, Calif; Sunny Smith, MD, Michelle Johnson, MD, Natalie Rodriguez, MD, University of California, San Diego

### PEER SESSION I: Patient-centered Communication

#### PI1: Fostering Patient-centeredness in Our Learners: The Legacy Teachers Program:

Elizabeth Garrett, MD, MSPH, Caroline Kerber, MD, University of Missouri-Columbia

#### PI2: Teaching Students to Explore and Appreciate Patients’ Contexts [S]

Stephen Scott, MD, MPH, William Huang, MD, Paul Haidet, MD, MPH, Britta Thompson, PhD, Cayla Teal, PhD, Rachel Shada, MHR, Eugenia Greenfield, Shewanna Manning, Baylor College of Medicine

#### PI3: How Am I Doctoring? Assessing Patient and Learner Outcomes in a Chronic Care Curriculum

Margo Vener, MD, MPH, Margaret Wheeler, MD, Alicia Fernandez, MD, Arianne Teherani, PhD, University of California, San Francisco

#### PI4: Teaching Third-year Medical Students the Four Habits Model to Improve Their Patient-centered Interviewing Skills [P]

Hannah Maxfield, MD, University of Kansas Medical Center, Kansas City, Kan

#### PI5: Teaching the Patient-centered Medical Home Model to Family Medicine Clerkship Students [P]

William Huang, MD, John Rogers, MD, MPH, MEd, Jane Corboy, MD, Elvira Ruiz, Carolyn Olson, Baylor College of Medicine

## SPECIAL SESSION

#### SS5: Medical Education Research Consortium: An STFM Initiative

Arch Mainous, PhD, Medical University of South Carolina; Katherine Margo, MD, University of Pennsylvania; Alexander Chessman, MD, Medical University of South Carolina

**SATURDAY, JANUARY 30**  
**11:15 am–12:45 pm**

## SEMINARS

#### S6: How to Integrate fmCASES Into Your Clerkship

Jason Chao, MD, MS, Case Western Reserve University; Shou Ling Leong, MD, Pennsylvania State University; John Waits, MD, University of Alabama-Tuscaloosa; Stephen Scott, MD, MPH, Baylor College of Medicine; Alexander Chessman, MD, Medical University of South Carolina; Leslie Fall, MD, Dartmouth Medical School

#### S7: How to Run a Reproductive Health Workshop for Medical Students—A Recruitment Tool [S]

Heather Paladine, MD, Columbia University; Linda Prine, MD, Beth Israel Residency Program in Urban FP, New York, NY; Julie Sicilia, MD, Alaska FMR, Anchorage, Ak; Miranda Balkin, Albert Einstein College of Medicine; Molly Findley, MPH, Touro College of Osteopathic Medicine; Elizabeth Blair, Columbia University



“The best part of the meeting was the interaction with the medical students. Their participation was really valuable and I was so impressed by the students who presented.” —2009 Attendee

## SYMPOSIUM

### **SY4: Five Doors to Excellence In Assessment [P]**

India Broyles, EdD, Evelyn Schwalenberg, DO, University Health Care, Biddeford, Me; Peggy Cyr, MD, Maine Medical Center FMR, Portland, ME; Elisabeth Del Prete, DO, Audrey Okun-Langlais, DO, University Health Care, Biddeford, Me

## LECTURE - DISCUSSIONS

### **L12A: Triumph: Training in Urban Medicine and Public Health**

John Brill, MD, MPH, Marjorie Stearns, MA, MPH, Cynthia Haq, MD, Jeffrey Stearns, MD, University of Wisconsin

### **L12B: Institutional Curricular Redesign and the Family Medicine Clerkship: Shared Experiences and Solutions**

David Anthony, MD, MSc, Julie Taylor, MD, MSc, Kimberly Zeller, MD, Brown University

### **L13A: The MD With Distinction in Service Degree: Recognizing Community Service at an Institutional Level**

Katherine Wagner, MD, Albany Medical College

### **L13B: Igniting Students' Commitment to Community Service: Three Programs to Raise Awareness, Teach Partnership, Cultivate Leadership [S]**

Anna Looney, PhD, UMDNJ-Robert Wood Johnson Medical School

### **L14A: Integrating EMR and Health IT Into Predoctoral Education [P]**

Frances Biagioli, MD, Kathryn Chappelle, MA, Ryan Palmer, MFA, Oregon Health & Science University

### **L14B: The Future of the Family Medicine Clerkship: Next Steps to Ensure Continued Success**

Joel Heidelbaugh, MD, Kent Sheets, PhD, University of Michigan

## **SATURDAY, JANUARY 30 11:15 am–12:45 pm**

## PEER PAPERS

### **PEER SESSION J: Educational Research**

#### **PJ1: Can Students Obtain and Accurately Report Essential Information During a High-stakes Clinical Examination?**

Anne Walling, MB, ChB, Scott Moser, MD, University of Kansas, Wichita

#### **PJ2: Does Metacognitive Awareness Predict Future Examination Performance?**

John Delzell, MD, MSPH, Heidi Chumley, MD, University of Kansas Medical Center

#### **PJ3: Preceptor and Medical Student Perceptions: Using an Online Evidence-based Database at the Point of Care [P]**

Harald Lausen, DO, MA, Tracey Smith, PHCNS MS, Amber Barnhart, MD, Southern Illinois University

#### **PJ4: Using Design-A-Case for Self-directed Learning: Which Cases Are Selected, Why and Does Choice Impact Performance?**

Jay Morrow, DVM, MS, Dan Sepdham, MD, Laura Snell, MPH, Alison Dobbie, MD, Carolyn Lindeman, University of Texas, Southwestern; Gurjeet Shokar, MD, University of Texas Medical Branch at Galveston

#### **PJ5: Diagnostic Thinking Inventory Scores of Students Before and After a Clinical Reasoning Course**

John Delzell, MD, MSPH, Heidi Chumley, MD, University of Kansas Medical Center

### **PEER SESSION K: Family Medicine Clerkship**

#### **PK1: Location, Location, Location—Does It Matter for The Third-year Clerkship?**

Jacob Prunuske, MD, MSPH, Teresa Kulie, MD, David Deci, MD, University of Wisconsin

#### **PK2: Clerkship Students' Attitudes Towards Caring for Diabetics: A Qualitative Analysis of Written Reflections [S]**

Amanda Keerbs, MD, MSHS, Tom Greer, MD, MPH, Robert Keys, MA, University of Washington

#### **PK3: Hurry Up and Follow Up: A “Compressed Continuity” Model in Third-year Ambulatory Care [P]**

Margo Vener, MD, MPH, University of California, San Francisco; Jamie Weinstein, MD, MPH, Sutter Medical Center of Santa Rosa FMR, San Francisco, Calif; Maria Wamsley, MD, MPH, Arianne Teherani, PhD, University of California, San Francisco; Erika Schillinger, MD, Stanford University

#### **PK4: Concentrated Instruction in Prevention on the Family Medicine Clerkship Significantly Increases Step 2 USMLE Scores**

Sarah Pritts, MD, Rick Ricer, MD, University of Cincinnati; Bruce Gebhardt, MD, Saint Vincent FMR, Erie, Pa

#### **PK5: Evaluating Clinical Resources to Support the Family Medicine Clerkship Curriculum (C4)**

George Nixon, MD, April Getz, MD, Traesa Brown, MD, Joseph Hobbs, MD, Medical College of Georgia



# CONCURRENT EDUCATIONAL SESSIONS

**SATURDAY, JANUARY 30**  
11:15 am–12:45 pm

## PEER PAPERS

### PEER SESSION L: Getting the Right Students Into Family Medicine

**PL1: Developing a Formalized Application Process for Pre-medical Student Shadowing**

*Hobart Lee, MD, Kent Sheets, PhD, University of Michigan*

**PL2: If You Build It, Will They Come: The Sub-internship as a Recruiting Tool**

*Joyce Copeland, MD, Nancy Weigle, MD, Meisa Todd, MD, Duke University*

**PL3: Creating an Authentic Presentation of the Values of Family Medicine for Your Medical Students**

*Julie Phillips, MD, MPH, Vincent WinklerPrins, MD, Michigan State University*

**PL4: Case Reporting: Continuing to Recruit Students Through a Road Less Traveled [S]**

*Aaron Saguil, MD, MPH, Jason Lanham, MD, Edwin Farnell, MD, USA-Fort Gordon Family Practice, Fort Gordon, Ga*

**PL5: Medical School Admission Policies: Developing Practical Guidance Based on Analysis of Student Origins**

*Richard Pretorius, MD, MPH, State University of New York at Buffalo, Thomas Campbell, MD, University of Rochester*

**SUNDAY, JANUARY 31**  
8:15–9 am

## PEER PAPERS

### PEER SESSION M: Student Issues

**PM1: Déjà Vu: Where Will Medical Students Practice in the Future? [S]**

*Richard Pretorius, MD, MPH, State University of New York at Buffalo*

**PM2: An In-depth Exploration of the Relationship Between Debt and Specialty Choice [S]**

*Julie Phillips, MD, MPH, Michigan State University, Robert Phillips, MD, MSPH, Andrew Bazemore, MD, MPH, Martey Doodoo, PhD, Washington, DC*

## SEMINARS

**S8: The Patient-centered Medical Home: Translating Concepts Into Clerkship Curriculum**

*Harald Lausen, DO, MA, Amber Barnhart, MD, Tracey Smith, PHCNS MS, Southern Illinois University*

**S9: The Admissions Process: How Do We Get the Students That We Want?**

*Dennis Gingrich, MD, Pennsylvania State University; John Delzell, MD, MSPH, University of Kansas Medical Center*

**S10: Training Medical Students to Teach Self Management Skills to Patients With Chronic Disease [P]**

*Maureen Gecht-Silver, OTR/L, MPH, Christine Bobek, RNC, MSN, University of Illinois, Chicago*

## SYMPOSIUM

**SY5: Rural Tracks In Schools of Medicine**

*Mark Deutchman, MD, University of Colorado Health Science Center, Aurora; Kelly Smith, MD, Exempla-St Joseph Family Practice, Denver, Colo; Byron Crouse, MD, University of Wisconsin; James Boulger, PhD, University of Minnesota; Peter Beatty, PhD, SUNY Upstate Medical University; Richard Streiffer, MD, Tulane University; Matt Hunsaker, MD, University of Illinois, Rockford*

## LECTURE - DISCUSSIONS

**L15A: Distance Learning On a Budget: Using The Internet to Deliver a Remote Clerkship**

*Ryan Palmer, MFA, Lisa Dodson, MD, Kathryn Chappelle, MA, Oregon Health & Science University*

**L15B: A Collaborative for Development of Interactive Web-based Clinical Cases for Use Across the Core-Clerkships**

*Gurjeet Shokar, MD, Robert Bulik, PhD, Ruth Levine, MD, Radheshyam Miryala, MD, Darren Burns, University of Texas Medical Branch at Galveston*

**L16A: Developing Sustainable Campus-Community Partnerships for Service Learning: Lessons From the Field [P]**

*Diane Kondratowicz, PhD, Memoona Hasnain, MD, MHPE, PhD, Karen Connell, MS, University of Illinois, Chicago*

**L16B: Interdisciplinary Service Learning for Health Professions Students: Opportunities and Challenges**

*Memoona Hasnain, MD, MHPE, PhD, Diane Kondratowicz, PhD, University of Illinois at Chicago; Michael Koronkowski, PharmD, Kristin Goliak, PharmD, Pharmacy Practice, Chicago, Ill*





## POSTERS

Visit with leaders in innovative curriculum development and research in predoctoral education, while viewing their projects and work in an informal information-exchange setting! Join poster presenters over breakfast and during refreshment breaks.

**Posters will be open all day Friday, January 29, beginning at 7:15 am with breakfast. They will remain on display through the refreshment break on Saturday morning, January 30.**

**P1: Curriculum for a Clinical Management of Addictions Elective**

Randall Brown, MD, University of Wisconsin

**P2: Improving OSCE's and Student Satisfaction by Resuscitating Teaching**

Barbara Orr, MD, Loma Linda University

**P3: The Formative OSCE: Using Standardized Encounters to Deliver Didactic Content With Formative Feedback**

Holly Cronau, MD, Ohio State University

**P4: Improving Family Medicine Education Through Collaborative Global Health Education Programs**

Caley Satterfield, MEd, Janice Smith, MD, MPH, University of Texas Medical Branch at Galveston

**P5: Assessment of Free-text Encounter Logbooks in a Third-year Clerkship**

Susan Hart-Hester, PhD, Thais Tonore, MD, Sam Holdiness, Laura Jackson, Kari Giurintano, William Pierce, University of Mississippi Medical Center

**P6: A National Survey of Oral Health Education in US Medical and Osteopathic Schools**

Hugh Silk, MD, Ashley Ferullo, University of Massachusetts

**P7: Role for Medical Student Involvement in School-based Community Health Projects Within a Family Medicine Rotation**

Tina Dennison, Paul Riegelhaupt, Sarah Yannascoli, Albert Einstein College of Medicine

**P8: Teaching for Medical Practice: Assessing Learners Knowledge of Technology and the Office Visit**

Jamee Lucas, MD, Brian Keisler, MD, Christian Steen, MD, University of South Carolina

**P9: The SCI Course: Integrating Medicine and Public Health**

Ana Maria Arroyave, MD, MPH, David Steele, PhD, Texas Tech University

**P10: Effects of an Interdisciplinary Service Learning Experience on Students' Attitudes Toward the Health Care Team**

Heather Gallagher, MPAS, PA-C, Maryann Cooper, PharmD, RPh, BCPS, BCOP, Cheryl Durand, PharmD, Joshua Aiello, EdM, Scott Massey PA-C, PhD, Massachusetts College of Pharmacy & Health Science, Manchester, NH

**P11: Showcasing Family Medicine Through First- and Second-year Electives**

Anita Taylor, MAEd, Kathryn Chappelle, MA, Jessica Flynn, MD, Michael Goodwin, Oregon Health & Science University

**P12: Teaching Preclinical Students to Write Health Records: Acknowledging the Diversity and Complexity of Patient Visits**

Steven Roskos, MD, Robin DeMuth, MD, Michigan State University

**P13: Medical Education and Community Health Resources**

Kathryn Dolan, PhD, Mark Sanders, DO, JD, MPH, University of North Texas HSC at Fort Worth

**P14: Comparing Reflectivity to Other Educational Outcomes in Medical Students**

Paul Schaefer, MD, PhD, Medical College of Ohio

**P15: Teaching Disability Sensitivity in a Family Medicine Clerkship**

Cynthia Waickus, MD, PhD, Maria Brown, DO, Rush Medical College

**P16: Beyond Traditional "Medical Spanish": Enhancing Medical Students' Ability to Communicate With Their Spanish-speaking Patients**

Ranit Mishori, MD, MHS, Daniel Harris, MD, Georgetown University; Marguerite Duane, MD, MHA, Spanish Catholic Medical Center, Washington, DC

**P17: E-portfolios and Learning Communities to Enhance Medical Student Competencies**

Ruth Westra, DO, MPH, University of Minnesota

**P18: Increasing the Frequency of Written Feedback—One Program's Attempt to Improve Student Clinical Performance**

Kendalle Cobb, MD, Case Western Reserve University

**P19: Using Team-based Learning to Teach Women's Health in a Family Medicine Clerkship**

Amanda Bell, MD, Wright State University

*Posters continued on next page*

 **POSTERS****P20: Summer Service Partnership: Engaging Medical Students and High School Students in Urban Community Health**

*Sarah-Anne Schumann, MD, Rebecca Levine, Geoff Stetson, University of Illinois, Chicago*

**P21: Training Medical Students to Teach Health Promotion to Preschoolers**

*Maureen Gecht-Silver, OTR/L, MPH, Kim Kull, MEd, Annmarie Vecchione, MA, Blanca Lopez, MPH, University of Illinois, Chicago*

**P22: Medical Student Perceptions of Physician Work Life and the Relationship With Specialty Choice**

*Julie Phillips, MD, MPH, David Weismantel, MD, Mary Noel, MPH, PhD, RD, Katherine Gold, MD, MSW, MS, University of Michigan; Brian Zink, MD, Brown University; Thomas Schwenk, MD, University of Michigan*

**P23: Improving Family Medicine's "Coolness Factor": The Family Medicine Experience Enhancement Project**

*David Holmes, MD, Stephanie Chow, MD, State University of New York at Buffalo*

**P24: USMLE Step Exam Test Prep Podcast Series: Student-developed Teaching Podcasts in Geriatrics**

*Betsy Jones, EdD, Andrew Dentino, MD, Richard Dickerson, PhD, Texas Tech University*

**P25: Using High Fidelity Simulators and Standardized Patients to Develop Clinical Thinking In Undergraduate Medical Students**

*Stephen Quintero, MD, Curtis Stine, MD, Florida State University*

**P26: Launching an Online Discussion Board in a Third-year Clerkship**

*Jeri Reid, MD, Donna Roberts, MD, University of Louisville*

**P27: A New Model of Community Participatory Medical Education**

*David Brown, MD, Luther Brewster, PhD, Iveris Martinez, PhD, Pedro "Joe" Greer, MD, Florida International University*

**P28: Does Leadership In a Student-run Free Clinic Correlate With Selection of a Primary Care Residency?**

*Katharine Currie, Stephanie Garbern, Pablo Joo, MD, Albert Einstein College of Medicine*

**P29: Interdisciplinary Rural Immersion Week**

*Mark Deutchman, MD, University of Colorado HSC at Aurora; Cresawn Clint, MA, Colorado AHEC Aurora, Colo; David Baumgartner, David Erickson, John Westfall, MD, MPH, University of Colorado HSC at Aurora*

**P30: Lumps, Bumps, Duct Tape and Baling Wire: A Selective in Procedural Skills**

*Joyce Copeland, MD, Nancy Weigle, MD, Gloria Trujillo, MD, Viviana Martinez-Bianchi, MD, Duke FMR, Durham, NC*

**P31: Crisis Intervention for Medical Students: A Unique Approach to Evaluating Communication Skills**

*Lily Velarde, PhD, Amy Clithero, MBA, University of New Mexico*

**P32: Physical Exam and Clinical Skills Teaching: A Curricular Response to Practice Trends, Attitudes, Emerging Evidence**

*Mary Johanna Fink, MD, Columbia University; Deepthiman Gowda, MD MPH, NY-Columbia-Presbyterian FMR, New York, NY; Melinda Perlo, Dorene Balmer, PhD, Boyd Richards, PhD, Columbia University*

**P33: Using Team-based Learning to Teach Behavioral Health in a Family Medicine Clerkship**

*Jennifer Hawkins, MD, Wright State University*

**P34: Enhancing the Medical School Curriculum Through Technology**

*Nancy Havas, MD, Douglas Bower, MD, Kayleen Papin, MD, Joan Bedinghaus, MD, Sabina Diehr, MD, Medical College of Wisconsin*

**P35: Evaluating Family Medicine Educational Initiatives: The Influence of Maps**

*Jeffrey Morzinski, PhD, MSW, Douglas Bower, MD, Tess Chandler, Staci Young, PhD, Nancy Havas, MD, Kayleen Papin, MD, Medical College of Wisconsin*

**P36: Did They Get It? Evaluating an Innovative Public Health and Policy Curriculum Through OSCEs**

*Tiffany Snyder, DO, Martha McGrew, MD, Cheryl Ferguson, MPH, Isabel Lopez-Colberg, MD, PhD, University of New Mexico*

**P37: Introducing Inter-professionalism to Students at a Research-focused Institution**

*Tia Simmons, MPH, Duke University*

**P38: Inter-professional Education in a Primary Care Clinic With Physicians, Pharmacists, and Physician Assistants**

*Jeany Jun, PharmD, Zuhra Musherraf, DO, Pacific College of Osteopathic Medicine, Pomona, Calif*

**P39: Innovative Use of the Electronic Medical Record—Teaching Medical Students Complementary and Alternative Medicine**

Ray Teets, MD, Andreas Cohrssen, MD, Beth Israel Residency Program in Urban FP, New York, NY

**P40: Five Things Every Student-run Free Clinic Should Be Doing**

Ariel Lufkin, MS, University of South Florida

**P41: Family Medicine Academic Enrichment Elective: Using Technology, Communication, and Reflection With First-year Medical Students**

Kayleen Papin, MD, Douglas Bower, MD, Nancy Havas, MD, Sabina Diehr, MD, Joan Bedinghaus, MD, Tess Chandler, Medical College of Wisconsin

**P42: Students' Epistemology and Their Stress Reactions to Uncertainty: Evaluation During a Longitudinal Clinical Experience**

David Trotter, MA, Lance Evans, PhD, Betsy Jones, EdD, Mike Ragain, MD, MEd, Ronald Cook, DO, MBA, Fiona Prabhu, MD, Kitten Linton, MD, Texas Tech Family Practice, Lubbock, Tex

**P43: Teaching Information Gathering Skills to the Google Generation: Making the Family Medicine Clerkship More Academic**

Molly Cohen-Osher, MD, Kristen Goodell, MD, Tufts University

**P44: Community Engagement in Medical Education: Improving Health Care Delivery in Underserved Populations**

Shira Shavit, MD, Rachel Joseph, University of California, San Francisco

**P45: Impact of a Transdisciplinary Medical Home for Underserved Patients at a Student-run Free Clinic**

Ellen Beck, MD, Michelle Johnson, MD, Sunny Smith, MD, Elizabeth Berryman, University of California, San Diego

**P46: Society for Student Run Free Clinics—A National Student Run Initiative for Service Learning**

Deepa Nandiwada, George Washington University; Ellen Beck, MD, University of California, San Diego

**P47: "Bridges to Access": A Student Forum to Address Health Care Disparities by Increasing Inter-professional Communication**

Christine Aspy, MD, Carrie Spielman, MD, University of Oklahoma

**P48: Medical Student Education for Smoking Cessation**

Christine Aspy, MD, Carrie Spielman, MD, University of Oklahoma

**P49: Doctor-Patient Communication Curriculum Development—An Interdisciplinary, Collaborative Approach in the Age of the Wiki**

Erika Schillinger, MD, Paula Hillard, MD, Julieta Gabiola, MD, Stanford University

**P50: Patient-centered Student Evaluation in the Internet Era**

Erika Schillinger, MD, Eva Weinlander, MD, Tracy Rydel, MD, Stanford University

**P51: Interdisciplinary Collaborative Course Development: Foundations of Osteopathic Medicine**

Margaret Wilson, DO, Patricia Sexton, DHEd, Kirksville College of Osteopathic Medicine

**P52: A New Look at House Calls: A Unique Experience for Medical Students and Geriatric Patients**

Margaret Wilson, DO, Michelle Colen, MD, Kirksville College of Osteopathic Medicine

**P53: A Pilot Year for fmCASES, Virtual Patient Cases for the Family Medicine Clerkship**

Alexander Chessman, MD, Medical University of South Carolina; Shou Ling Leong, MD, Pennsylvania State University, John Waits, MD, University of Alabama, Tuscaloosa; Jason Chao, MD, MS, Case Western Reserve University; Stephen Scott, MD, MPH, Baylor College of Medicine; Leslie Fall, MD, Norman Berman, MD, Dartmouth Medical School

**P54: fmCASES: Web-based Virtual Patient Cases for the Family Medicine Clerkship**

Shou Ling Leong, MD, Pennsylvania State University, Stephen Scott, MD, Baylor College of Medicine; John Waits, MD, University of Alabama, Tuscaloosa; Jason Chao, MD, MS, Case Western Reserve University; Alexander Chessman, MD, Medical University of South Carolina; Scott Fields, MD, Oregon Health & Science University; Stacy Brungardt, CAE, Society of Teachers of Family Medicine, Leawood, Kan



## SPECIAL TOPIC / COMMON INTEREST BREAKFASTS

Join your conference colleagues to share experiences and ideas in an informal setting over breakfast. Topic discussions will be focused on problem-solving and idea-sharing.

### Saturday, January 30 7–8 am

#### **B1: A Senior Faculty Member's Leadership Breakfast Seminars for Students**

Robert Taylor, MD, Oregon Health & Science University

#### **B2: Physicians' Technology Orientation and Barriers of Use: Survey Study**

Ayman Ahmed, MD, NWAFFN, Tabuk, Saudi Arabia; Racha Naim, Jeddah, Saudi Arabia

#### **B3: Values Clarification Exercises for Unintended Pregnancy**

Linda Prine, MD, Beth Israel Residency Program in Urban FP, New York, NY; Heather Paladine, MD, Columbia University; Julie Sicilia, MD, Alaska FMR, Anchorage, Ak, Miranda Balkin, Bronx, NY

#### **B4: Giving Advice to a Medical Student on the Art of Medicine: What's New Is Old**

Richard Colgan, MD, Mozella Williams, MD, Karan Chopra, University of Maryland

#### **B5: Collaborative Education in the Clinical Setting: Opportunities and Challenges**

Holly Cronau, MD, Ohio State University

#### **B6: A Third-year Medical Student Using Electronic Health Record and Registries for Chronic Disease Management**

Kendall Campbell, MD, Kenyatta Lee, MD, Sheyan Armaghani, University of Florida

#### **B7: Interdisciplinary Education for Predoctoral Students at a Underserved Community Practice**

Kendall Campbell, MD, University of Florida; Karen Theoktisto, DNP, PNP-C, Eastside Community Practice, Gainesville, Fla; Fallon Enfinger, PharmD, Bradenton School of Pharmacy/Pharmacy Practice, Bradenton, Fla; James Taylor, PharmD, Cindy Wielgos, MS, Ricardy Rimpel, University of Florida

#### **B8: Teaching Medical Students to Care for Their GLBT Patients**

Kimberly Zoberi, MD, James Deckert, MD, St. Louis University

#### **B9: Breastmilk Nation: Where Do We Go Beyond Healthy People 2010?**

Anya Koutras, MD, University of Vermont

#### **B10: Clinical Education in the Preclinical Years: Building a National Resource for Interscholastic Collaboration**

Julie Taylor, MD, MSc, Natasha Hunter, Arthur Frazzano, MD, Brown University; Robert Trachtenberg, Rhode Island AHEC, Providence, RI

#### **B11: Medical Education In China**

Mengyi Zha, Peking University Health Science Center, Beijing

#### **B12: Using a Web-based Logging System to Track and Modify Student Exposure to Core Clinical Conditions**

Kendalle Cobb, MD, Case Western Reserve University

#### **B13: An Outcome Assessment of 100 Medical Student Scholarships**

Clare Hawkins, MD, MSc, San Jacinto Methodist Hospital, Baytown, Tex

#### **B14: Forward Feeding or Confidentiality Versus Transparency: Which Best Promotes Learning?**

Tracy Kedian, MD, University of Massachusetts

#### **B15: Medical Student Interest in Maternity Care and Family Medicine—A Qualitative Study**

Terri Nordin, MD, Elizabeth Clark, MD, MPH, UMDNJ-Robert Wood Johnson Medical School

#### **B16: Integrating Evidence Every Day**

Michelle Colen, MD, Kirksville College of Osteopathic Medicine

#### **B17: A Clerkship in "the Cloud"—Using Web-based Tools to Support Your Educational Agenda**

Peter Ziemkowski, MD, Kalamazoo Family Medicine, Kalamazoo, Mich

#### **B18: AAFP Web-based Educational Forum—Stimulating Student Interest in Family Medicine**

Ashley DeVilbiss, MPA, Amy McGaha, MD, American Academy of Family Physicians, Leawood, Kan



**B19: Competency-based Rotation Evaluations: Clinical Education Mirroring Evidence-based Medicine Approaches**

Tracy Juliao, PhD, Nikhil Hemady, MD, Marjorie Kumar, MD, North Oakland Medical Centers, Pontiac, Mich

**B20: Working With Future Dual Physician Couples—Maximizing the Medical Marriage**

Beth Choby, MD, Robert Zylstra, EdD, LCSW; Melissa Rodgers, MD, University of Tennessee, Chattanooga

**B21: How Do We Teach Clinical Skills Without Losing Focus on the Patient?**

Mary Johanna Fink, MD, Columbia University; Deepthiman Gowda, MD, MPH, NY-Columbia-Presbyterian FMR, New York, NY

**B22: Learner-centered Approach to Communications Skills Training**

John Reiss, PhD, University of Florida

**B23: Teaching Clinical Skills to Preclinical Students**

Robin DeMuth, MD, Steven Roskos, MD, Michigan State University

**B24: Fourth-year Electives: A Pathway for the Patient-centered Medical Home**

Amber Barnhart, MD, Harald Lausen, DO, MA, Tracey Smith, APRN, BC, MS, Southern Illinois University

**B25: Simulation and Competency-based Education in Family Medicine**

Donna Kern, MD, Eric Matheson, MD, Medical University of South Carolina

**B26: A Third-year Medical Student Using Electronic Health Record and Registries for Chronic Disease Management**

Kendall Campbell, MD, University of Florida, Gainesville; Kenyatta Lee, MD, University of Florida, Jacksonville; Sheyan Armaghani, University of Florida, Gainesville

**B27: Interdisciplinary Education for Predoctoral Students at an Underserved Community Practice**

Kenyatta Lee, MD, University of Florida, Jacksonville; Karen Theoktisto, DNP, PNP-C, Eastside Community Practice, Gainesville, Fla; Fallon Enfinger, PharmD, Bradenton School of Pharmacy/Pharmacy Practice, Bradenton, Fla; James Taylor, PharmD, Cindy Wielgos, MS, Ricardy Rimpel, University of Florida, Gainesville

**B28: fmCases Breakfast Discussion**

Barrie Rosalinda, iInTime, Inc.

The Family Medicine Project Development Group invites those who are participating in the pilot-testing phase of fmCASES (Family Medicine Computer-Assisted Simulations for Educating Students) and those not yet pilot-testing but interested in integrating fmCASES into their family medicine clerkship to join the fmCASES Breakfast Table to exchange ideas about their experiences in using the cases.

# GENERAL INFORMATION

## HOTEL INFORMATION

### Hyatt Regency Jacksonville Riverfront

225 East Coastline Drive  
Jacksonville, Florida, USA 32202

#### Reservations:

800-233-1234 or 904-588-1234 (Reservations Code: TMF2)  
Guest Phone: 904-588-1234  
Guest Fax: 904-634-4554

#### Conference Hotel Room Rate:

\$169 single/double

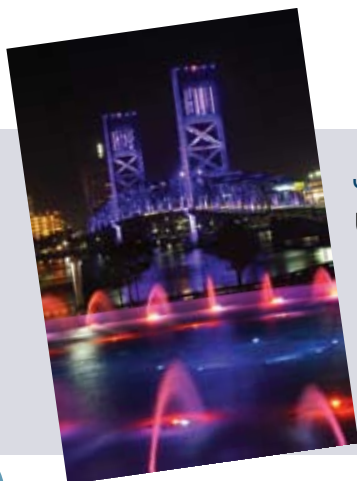
#### Reservations deadline: January 6, 2010

Online Reservations: <https://resweb.passkey.com/go/2010conf>

To receive the special conference rate listed above, register online at the link above or call the Hyatt directly at 800-233-1234 and tell them that you are with the STFM Predoctoral Education Conference; Reservation Code: TMF2. Reservations must be made by January 6, 2010. After that date, rooms will be assigned on a space-available basis. Rates do not include state and local sales tax. Reservations must be guaranteed for late arrival with a credit card. Cancellations must be made at least 72-hours prior to arrival date. Check-in time is 4 pm; check-out time is 11am. The conference rate is available 3 days prior to and 3 days following the conference, based on space availability at the time the reservation is made. If conference attendance exceeds expectations, rooms in the conference block may be sold out prior to the cut-off date. Make your reservations as soon as possible to ensure your preferred accommodations. Be sure to request a confirmation number when making your hotel reservations. And in the unlikely event that you have to cancel your reservations, ask for a cancellation confirmation.

## AIR TRAVEL

For assistance in making your airline reservations for the conference, call Reward House, Inc., at 877-353-6690 or 816-295-3131. You can also e-mail your questions or travel preferences to [jhilburn@rewardhouse.com](mailto:jhilburn@rewardhouse.com) or [ktimmerberg@rewardhouse.com](mailto:ktimmerberg@rewardhouse.com) for online assistance. Office hours are 8 am–5 pm (central time) Monday through Friday.



## CAR RENTAL DISCOUNT

Book your rental car with this year's conference official rental car agency, Budget Rent A Car System, Inc. Conference rates begin at \$33 per day or \$124 per week. Special weekend rates begin at \$31 per day. Make your reservations at 800-527-0700 or [www.budget.com](http://www.budget.com). Use the conference discount code during booking: U063655. Rates do not include any state or local surcharges, tax, optional coverages or gas refueling charges. Renter must meet Budget's age, driver, and credit requirements. Lower rates may be available at time of booking. Be sure to ask the reservations agent about current rates versus contractual rates. Lower rates apply.

## GROUND TRANSPORTATION

Airport Shuttle: Express Shuttle (phone: 904-353-8880) provides service between Jacksonville International Airport and the Hyatt hotel for \$30 one way, based upon one or two passengers. For 3 or more people, the fee is \$10 per person. There is a mandated airport service charge of \$2.50 per trip. The shuttle is available daily from 5am-Midnight. Please schedule your return trip to the airport 24 hours prior to desired departure. Taxi service is approximately \$35-\$40 one way between the airport and hotel.

## CHILD CARE SERVICES

Please contact the Hyatt Regency Jacksonville hotel concierge at 904-588-1234 for a list of bonded and licensed services in the downtown area.

## CONTINUING MEDICAL EDUCATION

Application for CME credit has been filed with the American Academy of Family Physicians. Determination of credit is pending and will be available in October. AAFP is approved by the American Osteopathic Association to offer Category 2 credits for DO participants. For other credit, STFM will assist individuals by providing information needed to the extent possible.

## DINE-AROUND NIGHT

Join your friends and colleagues from the conference for an optional dinner on Friday night. Restaurant options will be available within walking distance from the hotel. Sign-up sheets will be posted at the conference registration desk. Participants are responsible for meal costs.

## JACKSONVILLE, FLORIDA... *Where Florida Begins*

Unpretentious metropolitan style meets stunning natural beauty... Jacksonville captures the essence of a lifestyle and landscape reflecting the real Florida. Discover the heart of the city and endless stretches of pristine beaches, while exploring the region's unique shopping, numerous dining options and warm Southern hospitality. With a moderate temperature year round, Jacksonville is home to numerous festivals, national and international sporting events, exceptional golf courses and world-class art and culture. Get to know Jacksonville... where Florida begins! For more information... and to "meet Jacksonville," visit: [www.visitjacksonville.com](http://www.visitjacksonville.com).



# REGISTRATION FORM

2010 Predoctoral Education Conference  
Hyatt Regency Jacksonville Riverfront • Jacksonville, Fla

Copy this form for multiple registrations. Please print or type all information. Register online at [www.stfm.org](http://www.stfm.org).

Name \_\_\_\_\_ Degree(s) \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

REGISTRATION FEES:	Before Dec 22	After Dec 22 and Onsite
<input type="checkbox"/> STFM Member	\$ 395	\$ 470
<input type="checkbox"/> Nonmember*	\$ 670	\$ 745
<input type="checkbox"/> One Day	\$ 245	\$ 320
<input type="checkbox"/> Fellow	\$ 245	\$ 320
<input type="checkbox"/> Resident	\$ 205	\$ 280
<input type="checkbox"/> Student	\$ 145	\$ 220
<input type="checkbox"/> Coordinator/Admin Staff**	\$ 220	\$ 295

\* This fee includes STFM membership for either active physician or active non-physician membership categories.

\*\*Non-physician health professional, coordinator, and/or administrative staff

TOTAL: \$ \_\_\_\_\_  
(total registration fee and workshop fees)

### PAYMENT METHOD:

MasterCard  Visa  American Express

Check (make payable to STFM)

Card # \_\_\_\_\_ Exp. date \_\_\_\_\_

Signature \_\_\_\_\_

**CANCELLATION POLICY:** 50% of the total registration fee will be refunded if a cancellation is necessary and written notification is received in the STFM office by December 22, 2009. After that date, no refunds will be issued. There is no pre-selection of sessions for the conference. All sessions are filled on a first-come, first-served basis on-site.

### MAJOR PROFESSIONAL ROLE: (check only one)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Predoctoral Director        | <input type="checkbox"/> Predoctoral Faculty | <input type="checkbox"/> Department Chair      |
| <input type="checkbox"/> Residency Director          | <input type="checkbox"/> Residency Faculty   | <input type="checkbox"/> Practicing Physician  |
| <input type="checkbox"/> Behavioral/Social Scientist | <input type="checkbox"/> Dietitian           | <input type="checkbox"/> Pharmacist            |
| <input type="checkbox"/> Nurse                       | <input type="checkbox"/> Nurse Practitioner  | <input type="checkbox"/> Researcher            |
| <input type="checkbox"/> Health Educator             | <input type="checkbox"/> Physician Assistant | <input type="checkbox"/> Coordinator/Adm Staff |
| <input type="checkbox"/> Fellow                      | <input type="checkbox"/> Resident            | <input type="checkbox"/> Student               |
| <input type="checkbox"/> Other _____                 |  |  |

### WORK SETTING: (check only one)

- Medical School  Residency Program  Private Practice  
 Association  Managed Care Organization  
 Other \_\_\_\_\_

### SO WE MAY BETTER SERVE YOU AT THE CONFERENCE

- This is my first time to attend the Predoctoral Education Conference  
 Special dietary needs:  Vegetarian  Other \_\_\_\_\_  
 Check here if you have a disability and may require special accommodation(s) to fully participate. You will be contacted by STFM for further arrangements.

REMINDER: Hotel reservation deadline is January 6, 2010.

### PRECONFERENCE WORKSHOPS—Thursday, January 28

- PR1: STFM Faculty Development Series Workshop III: Administrative and Management Skills for Academic Leadership (8 am-5 pm) — Additional fee: \$195; Includes continental breakfast, refreshments, and learning materials.
- PR2: FMIG Faculty Advisor Summit (Noon-5 pm)—No Fee. Travel Scholarships (\$350) available for the first 50 faculty advisors that enroll. Faculty advisors, coordinators, and others welcome.
- PR3: STFM Faculty Development Series Workshop IV: Teaching One-on-One: What You Really Need to Know (1-5 pm)—Additional fee: \$100; Includes refreshments and learning materials.

### OPTIONAL WORKSHOPS

#### Friday, January 29

- SS3: Developing Educational Scholarship and Building an Educator's Portfolio (1:30-5 pm) — Additional fee: \$35
- SS4: PDDI CV Review/Career Discussion Workshop (3:30-5:30 pm) No additional fee. PDDI fellows will have priority registration. Others interested in attending will be "wait listed" and included on space available basis.

#### Saturday, January 30

- Student-run Free Clinic Conference 2010: "Creating High Quality Clinics in Our Communities (9 am-5 pm)—Additional Fee: \$75; Includes continental breakfast, refreshments, and learning materials.

### HOW DID YOU HEAR ABOUT THE CONFERENCE?

(check all that apply)

- E-mail from STFM  
 Family Medicine Ad  
 Family-L listserve  
 Fax from STFM  
 Information from STFM Exhibit  
 Other Listserve  
 Predoc Listserve  
 Colleague Recommended  
 STFM Mailed Brochure  
 STFM Messenger Article  
 STFM Web Site  
 Other \_\_\_\_\_

### HOW TO REGISTER...

**Online:** Registration online at [www.stfm.org](http://www.stfm.org)

**By Mail:** Society of Teachers of Family Medicine, 11400 Tomahawk Creek Parkway, Leawood, KS 66211

**By Fax:** Registration paid by credit card and faxed to 913-906-6096.



SOCIETY OF TEACHERS OF FAMILY MEDICINE  
11400 TOMAHAWK CREEK PARKWAY,  
SUITE 540  
LEAWOOD, KS 66211



◆◆◆◆◆ THE SOCIETY OF TEACHERS  
OF FAMILY MEDICINE

◆◆◆◆◆ 36TH ANNUAL PREDOCTORAL  
EDUCATION CONFERENCE



JANUARY 28-31, 2010  
HYATT REGENCY JACKSONVILLE RIVERFRONT  
JACKSONVILLE, FL